DOCUMENT RESUME

ED 356 699 HE 026 354

AUTHOR Huisman, Cate
TITLE Student Mentoring Program 1989-1992. Program Report. Lewis and Clark College, Reed College, University of Portland, Warner Pacific College.
INSTITUTION Oregon Community Foundation, Portland.
PUB DATE Aug 92
NOTE 49p.; For related documents, see HE 026 355-356.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Colleges; *College School Cooperation; College Students; Grade 8; Higher Education; Junior High Schools; Junior High School Students; *Mentors; Middle Schools; Private Colleges; Program Descriptions; *Program Development; Public Schools; *Student Development; Universities; Volunteers
IDENTIFIERS Lewis and Clark College OR; Middle School Students; Reed College OR; University of Portland OR; Warner Pacific College OR

ABSTRACT

This report, one of a set of three, examines the initial 3 years of a student mentoring project in Portland, Oregon, that brought together college students from four private universities and a number of eighth grade students from four middle schools in mentoring relationships. During the first year of the project the students were described as "at risk", a term both students and families found objectionable and threatening. When the program was redefined as one for children who had the potential to go to college and who might benefit from learning more about it, families and children felt much better about being selected for it. The report is designed to serve as a guide for those interested in starting similar mentoring programs. School that were paired are as follows: (1) Ockley Green Middle School with Lewis and Clark College; (2) Joseph Lane Middle School with Reed College; (3) Whitaker Middle School with Warner Pacific College; and (4) Portsmouth Middle School with the University of Portland. Described are the initial efforts in the start-up phase of the program, the selection of personnel, the development of the mentee criteria, the efforts in mentor recruitment, the pairing of mentors with mentees, training and orientation activities, and program development on each campus. The appendixes, which comprise two-thirds of the report, provide the program job descriptions, the number and characteristic breakdown of the participants at each school for each year of the program, the mentoring syllabus for Lewis and Clark College for academic year 1991-92, the forms used in the Student Mentoring Program, and the program's budget and operational figures. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED356699

PROGRAM REPORT
STUDENT MENTORING PROGRAM
1989-1992

Lewis and Clark College
Reed College
University of Portland
Warner Pacific College

Prepared by Cate Huisman, Program Coordinator, August 1992

HE 027 354

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Catharine F. Huisman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The Student Mentoring Program (SMP) was a function of the times in which it was initiated, which were characterized by growing interest among college students in community service, growing recognition among college administrators and faculty of the learning value of such service, and a growing need for help in public schools. Mentors could provide young people with individual attention that most public school systems could not provide. College-student mentors had a unique advantage in working with middle-school children: In most instances mentors were only six or seven years older than their mentees and remembered well their own middle school experiences.

The SMP was unique in that it was run by a consortium of colleges with one common coordinator, and was thus able both to demonstrate the advantages and drawbacks of such a model and, because the colleges did not all run the program the same way, to experiment with several program models at once. The ways in which academic credit was offered (or not offered) varied from college to college, the college person primarily responsible for the program on each campus came from a different department or office in each case, and the spiritual or social context of the program also varied among the campuses.

BEGINNINGS

The Student Mentoring Program was initiated when a donor approached the Oregon Community Foundation voicing a desire to do something about school dropouts. The foundation approached Reed College, whose president convened a meeting of individuals from each of the four private colleges in Portland to address the issue. A committee was formed with representatives from each of the four colleges to begin putting the program together. The committee decided to use the planning funds available to hire a half-time program coordinator, who would write the initial proposal and design the program. This individual was hired in May of 1989.

This committee also contacted the manager of community and volunteer services for the Portland Public Schools, who discussed the program with the superintendent of schools. The superintendent indicated four middle schools in which he felt the program was most needed, at least two of which had reasonable geographic proximity to two of the colleges. Schools and colleges were paired as follows:

Ockley Green Middle School with Lewis and Clark College
Joseph Lane Middle School with Reed College
Whitaker Middle School with Warner Pacific College
Portsmouth Middle School with the University of Portland.

The coordinator presented the program to the principals of these four schools in spring of 1989, and each of them agreed to appoint one staff member to work with the program.

Each college contributed the time (roughly 0.1 FTE) of one staff person to run the program on its campus, and Reed College provided office space and equipment, payroll and benefits administration for the coordinator, and the use of a college account through which to manage the budget. The coordinator's salary and benefits, extended-day pay for the middle-school contacts, funds for participants' activities and meals, and the costs of running an office were provided for through a grant from the Oregon Community Foundation.

PERSONNEL

General job descriptions are given in Appendix A. The roles of the coordinator, college contacts, and student coordinators evolved during the three years and varied from college to college. Initially the coordinator did almost all the program-planning; eventually the college contacts and student coordinators took over these duties, and the coordinator became more involved in fund-raising and evaluation.

By the second year, it was evident that neither the program coordinator nor the college contacts could monitor all the pairs in all the schools, nor could they attend all the mentor meetings. The University of Portland (UP) had a successful model for hiring student coordinators in its other volunteer programs, and the other three colleges emulated this with mixed success. UP's strong model and its ability

to pay the student made a significant difference by the third year; Lewis and Clark also found funds to pay a student and succeeded in using her role successfully in year 3.

The roles of the Portland Public Schools (PPS) personnel, by contrast, remained fairly constant through the three years. The middle-school contacts identified students appropriate for the program and collected the necessary paperwork from them, then worked with the college contacts to pair them with mentors and monitor the pairs. They informed mentors when appropriate of issues the mentees were facing at school and at home and advised the mentors on how best to work with the mentees. The PPS administrative liaison provided initial contacts with school principals and administrative personnel and served on the executive committee (see below). Both she and the middle-school contacts assisted with the orientation for parents and training for mentors; the middle-school contacts attended several mentor meetings during the year as well. The program paid each middle-school contact extended-day pay.

The program was governed by an executive committee that included all of the college contacts, one middle-school contact (different each year), the PPS liaison, and the coordinator. This committee met every other month to provide guidance to the coordinator and to discuss issues of common concern. It approved the budgets, grant proposals, training plans, and all-college activities planned by the coordinator. Finding a time when everyone could attend was always a challenge.

MENTEE SELECTION CRITERIA

In the first year, middle-school contacts were asked to identify eighth-grade students who had the academic potential to complete high school and go on to college, but who were not performing optimally now. This description was subject to significant variations in interpretation, and some mentors were paired with mentees whom they felt didn't need their help, while others were paired with students who needed more help than they could provide.

At the end of the first year, the four middle-school contacts met with the executive committee to define more specifically what students the SMP could best serve. Their definition was used for the next two years to select mentees at all four schools. It included students who:

had average or above-average scores on the Portland Academic Levels Test
had a grade point average of 1.0 to 3.0 (D average to B average) in seventh grade
were absent up to but no more than 25 days during their seventh-grade year could go on to college (with sufficient encouragement)
could work effectively with a college student (in the opinion of the referring teacher).

Also starting in the second year, potential mentees were identified at the end of their seventh-grade year (for participation the following fall) by teachers who had known them all year. In the first year, eighth-grade teachers had been asked to select from among students whom they had known only a short time during the first week or two of the semester. Seventh-grade teachers with a more complete knowledge of the students were able to provide more information in their referrals. This information was, in turn, quite useful to the mentors when they became oriented to the program.

The way the program was defined was also changed after the first year. As many in the field have realized, both students and families object to being referred to as "at-risk;" the term has the effect of confirming children's worst fears about themselves. When the program was redefined as one for children who had the potential to go on to college, and who might benefit from learning more about college, families and children felt much better about being selected for it.

MENTOR RECRUITMENT

The program grew from 38 mentor/student pairs in 1989-1990 to 85 pairs in 1990-1991, and was purposefully held to 65 pairs in 1991-1992. (The middle schools always wanted more mentors, but staff had had difficulty monitoring all the pairs in the program the second year, and volunteer student coordinators were not sufficient to maintain communication with each mentor.) The target for recruitment in 1991-92

was 60 mentors (as it had been in 1990-1991), and the previous year's experience was sufficient to enable staff to control their enthusiasm and keep numbers down.

Distribution of mentors among the four colleges remained fairly consistent over the three years, with the two smaller colleges--Reed and Warner Pacific--providing 7 to 14 mentors each year, and the larger two having 15 to 25.

Each college ran its own recruitment, with heavy involvement from the coordinator initially, and declining involvement from her in subsequent years. The coordinator provided recruiting posters, application forms, general information sheets, and suggestions for interviews. The application forms were designed to help prospective mentors assess whether they had the time to take on a mentee as well their other commitments; the forms helped some people decide they couldn't make such a big commitment.

Some colleges interviewed all applicants; at others the selection process was less formal, particularly where the applicant was known to the program through a staff person or previous mentor. Where interviews were performed, they were helpful in providing applicants with a clear idea of what was expected of them, and in some cases helped to identify more committed mentors.

Mentors were asked to commit one school year to the program and the mentoring relationship. It was emphasized to them that they would not be likely to turn a child's life around in so short a time, and that the children with whom they would be working would not necessarily need "turning around" anyway. They were told to expect that their mentees might show little interest in them at first and were likely never to show much appreciation. Despite these warnings, mentors were occasionally disappointed to find that their mentees were not more desperately at-risk and grateful for the appearance of a good Samaritan; these problems decreased significantly in the second year and after, when experienced mentors were available to talk to recruits.

Mentors were originally recruited through student-life and volunteer-services staff and, to a lesser extent, through faculty in appropriate departments. In addition, the program was publicized through campus media, volunteer centers, information sessions, and sign-up tables at student gatherings. After the first year, the majority of applicants had heard about the program from friends.

Lewis and Clark was the only one of the four colleges that had an academic calendar (four quarters ending in mid-June, rather than two semesters ending in late April or early May) that enabled it to recruit mentors in the spring of 1989, before the first year of the program. This group was taken to visit Ockley Green School in the spring, and that pattern was repeated the next two years. Interested students received a follow-up letter at home or work during the summer.

The University of Portland's Office of Volunteer Services made a video about all of its programs, including the SMP, that it used to recruit volunteers to all its programs. This video was shown several times during orientation and in social service, education, and theology classes.

Volunteers in the first year were overwhelming white and female, while mentees came from a variety of ethnic groups and referrals included at least as many boys as girls. Efforts to recruit more male and minority mentors were of minimal success; the colleges had small minority populations from which to draw. See Appendix B for a year-by-year listing of numbers and ethnicities of mentors and mentees.

PAIRING

The program put only one limit on who could be paired with whom: mentors had to be paired with mentees of the same sex. It was felt this would lead to fewer complications, given that the pairs would be doing many things together on their own without immediate supervision or chaperoning. Beyond this limitation, staff made efforts only to pair mentors and students that they felt would be compatible and might have some common interests.

Seventh-grade referring teachers were asked to provide an idea of what mentees needed, and mentors were asked to describe what they were looking for in a mentee--including interests, favorite activities, native language preferences, cultural backgrounds, and family or school issues that the mentee might be working

on. Often prospective mentors thought they should indicate simply that they would be equally happy working with anyone, but staff found that more detail was helpful in creating pairings that had a strong chance of success.

At Lane and Ockley Green Schools, group activities for mentors and mentees were held two or three times before the pairings were made; then the middle-school and college contacts met to pair students whom they knew a little better. At Ockley Green, because virtually all meetings were group meetings, mentees would not be paired if a suitable mentor could not be found for them, and they would be permitted to remain in the group until mentors could be recruited for them at Lewis and Clark.

The program was unsuccessful at finding eighth-graders who wanted to be paired with a few mentor applicants. These included a few students with highly individualistic personalities or appearances, and one older, disabled student. Whilte the adults who ran the program were happy to accept individuals who deaprted from "thenorm" (and extremely reluctant to exclude them from it solely on that basis), it was more difficult for highly image-conscious thirteen-year-olds to do so.

The program found it beneficial to break two of its original rules--that no pairing should be broken for any reason, and that no mentors could enter the program after the first of the year. Some pairings just didn't work, and both mentees and mentors needed an option to withdraw with honor in these cases. The program maintained the commitment to the mentee by then searching for a new mentor (even though s/he would have missed training and orientation), and in most cases to the mentor also, by asking the middle school to locate another mentee.

TRAINING

A comprehensive training session was offered at the beginning of each academic year. Setting a date and an agenda were always challenging; the four colleges convened classes at different starting points in the fall, and the difference among them was as much as six weeks. Hence some colleges were able to start their programs earlier than others, and some mentors came to the training needing ideas for a first meeting with a mentee, while others had already met theirs several times and needed advice and feedback. The executive committee decided that the advantage of an earlier start for many pairs was worth the difficulty of having a single training session for mentors at different stages in their relationships. Mentor meetings on individual campuses were used to prepare mentors for the initial meetings with mentees when they occurred prior to the fall training.

Training included:

- information on middle-school youth, including identification of major issues they might be facing (drugs, pregnancy, family problems, abuse, etc.)
- familiarization with local resources for dealing with these issues
- active listening skills (years 1 and 2)
- role-playing sessions to "practice" interacting with students in difficult situations (years 1 and 2)
- what to do if a mentor cannot make it to a scheduled meeting with his/her student
- discussions with middle-school staff about the school and students with whom the mentors would be working--this activity always generated a great deal of enthusiasm and interest.

The time devoted to training for all the mentors together shrunk in each successive year of the program. In the first year, orientation and training of all mentors at all colleges took place in one day-long session. In the second year this was split into two sessions, because the full-day session had tired everyone out, but attendance at the second session was poor, even though the first had been very successful. In the third year, only one evening session was devoted to training for the entire program. The most popular activity--discussions with middle-school staff--was rescheduled on individual campuses.

Institutional commitment to the training varied: some college staff insisted that mentors attend it; others did not. Even when staff insisted, mentors did not necessarily come. The program was in a poor position to insist that an individual could not be a mentor if s/he did not attend the training, because many mentors were already forming a relationship with a mentee when the training occurred. Mentors who were involved in the program as a practicum for course credit could be relied upon to attend.

Support meetings during the school year typically included:

- updates on new resources for students
- planning for group activities
- feedback from middle-school staff on how students were doing and how the relationship could be made more effective
- trouble-shooting.

Mentors benefited most from discussions with other mentors and with middle-school contacts. But often meetings were instead filled with details--logistics for a group activity, information about resources and activities, requests for missing forms to be turned in, etc. The coordinator started a newsletter in the second year in an effort to communicate about details in that way, freeing up meeting time for discussions among mentors. This strategy was moderately successful--the newsletter wasn't always read. The coordinator was unsuccessful in using mentor meetings as a time to plan strategies for helping mentees plan for the summer and high school--mentors simply were too busy at the end of the academic year, and they did not always want to use their time with their mentees in so structured a way.

Attendance at support meetings varied; some mentors felt they were useful and came always or often; some came when they didn't have papers due or other academic concerns; some came rarely if ever, either because their mentoring was going well and they didn't feel the need for the support, or because it was going poorly and they were embarrassed to admit that they hadn't seen their mentees in several weeks. This last group, of course, was the most frustrating--the program had no other way to provide them the support they needed to repair the relationship, although sometimes a phone call from the student coordinator or a friend in the program could help. Again, mentors involved in the program as a practicum for course credit were the best attenders and the most committed to making the relationships work.

Because mentors' academic and job commitments filled most of the daytime hours, mentor meetings were almost always held in the evening, and often meals were provided. While this time worked well for students, it was difficult for staff, many of whom had family commitments in the evening.

ORIENTATION ACTIVITIES

A common complaint during the first year was that parents weren't adequately informed about the program and were sometimes understandably reluctant to let their children leave the house with mentors to whom they had never been formally introduced. Therefore, starting in the second fall, a meeting was held at each middle school to introduce parents to the program and their children's mentors.

These were well attended and successful for a variety of purposes: Mentors had an opportunity early in the year to meet their mentees' parents and discuss the hopes and plans they had for their children; parents appreciated the opportunity to meet their children's mentors and to receive an overview of the program; the coordinator could ask parents to fill out permission forms and questionnaires; the PPS liaison could inform parents of their rights and responsibilities with respect to the program, and principals were always happy to see so many parents in school! Another advantage of the parents' orientation meeting was that it gave the program an opportunity to encourage parents to let their children try some new things. Some parents restricted their children's activities for fear of exposing them to what they perceived as negative elements in the city (child may not go downtown, child may not ride the bus, etc.).

The work of the middle-school contacts was instrumental in getting parents to come to the meetings; in some cases they told parents they <u>had</u> to attend if they wanted their children to be able to participate in the program. Holding the meetings in the middle schools was important; families felt more comfortable there than they had at meetings attempted the previous spring on college campuses. Refreshments were served at all the meetings, but did not seem to be instrumental in getting parents to come.

In addition to the training and the parent meetings, mentors were encouraged during the first few weeks of the program to meet with the middle-school contact individually and/or to meet with the mentee's home-room teacher to find out more about why s/he had been referred to the program. Mentors were also

encouraged to visit the mentees' homes as soon as possible; this was easy for Reed mentors, who lived close to the mentees' neighborhood and usually met them at their homes. It was far more difficult for the Lewis and Clark mentors, who had to carpool across town to Ockley Green School, where they usually met with the mentees at school.

ACTIVITIES

Mentoring activities included participating in informal sports activities (basketball, skating, fishing, swimming); participation in challenge courses; attending mentees' concerts, fashion shows, and honor assemblies; touring mentors' campuses, having meals on campus and visiting dorms and recreational events; holiday activities such as carving pumpkins, decorating Christmas cookies, Christmas shopping, and learning about Christmas traditions in other parts of the world; going to movies; participating in service projects; group field trips to the coast, OMSI, Oaks Bottom, and other sites; and studying together.

Some mentors, and the coordinator, wanted to focus more on career and academic concerns, and several attempts were made to provide structured activities to learn about high-school and college options. These included talking with mentees about high-school forecasting, visiting the mentees' prospective high schools, and exploring college funding options with an admissions representative from Portland Community College. Middle-school contacts emphasized, however, that simply maintaining the relationship was of primary importance, and that mentors should not emphasize academics to the point where it may threaten the relationship. In subsequent years, the focus on learning about options for the future decreased.

Several attempts were made during the second year of the program to increase the number of group activities available for mentor/student pairs from all four colleges/schools. Two such activities were set up despite the challenge posed by the four different college calendars, but participation was spotty. By the third year, there was interest in such activities for groups of mentor/mentee pairs within a college/school, but little interest in activities for the larger group. An initial beach trip in the fall for all four groups suffered from a lack of leadership and coordination, and may have contributed to the lack of enthusiasm for more such activities. Individual colleges did increasingly set up their own group activities; see below.

PROGRAMS ON EACH CAMPUS

Lewis and Clark College. Because of the distance between Lewis and Clark College (LC) and Ockley Green Middle School, most LC mentors had to carpool to Ockley Green to meet with their mentees. As a result, groups of LC mentors did things with groups of mentees far more than at any of the other schools--including spending a whole day attending middle-school classes with their mentees. This structure allowed a few extra mentees to participate in the group until mentors were found for them later in the year, and mentors made an effort to see mentees on weekends or take them on field trips so they had a chance to develop one-on-one relationships.

Lewis and Clark was the only college to offer mentors academic credit for mentoring and participating in mentor meetings. (The other colleges each had a few courses for which mentoring could be used as a practicum activity in conjunction with other classroom work.) Initially the weekly meetings were conducted as classes on social issues, leaving little time for mentors to provide one another with mutual support and discussion or to plan their group activities. In addition, the professor leading the first-quarter class questioned the social order and the place in it of the (mostly white) mentors and their (often non-white) mentees. Although the topics and questions raised were valid and appropriate, for many mentors this approach produced a sense of guilt that was not useful in working with their mentees. It might have been a more useful approach in the third quarter, when mentors' relationships and confidence were more firmly established. As it was, by the third quarter the class had taken a more practical focus at the behest of the college contact, and mentor meetings involved discussion and planning more similar to those of the other colleges.

In the second year, LC did not offer the practicum for credit and ran the program simply as a volunteer program. This produced difficulties in maintaining attendance, commitment, and quality, and so

LC's staff contact proposed the program as a class once again in the third year. This time the class was to be taught by the staff contact who, with two years' experience, had a pretty fair idea of what kind of preparation and support mentors needed. Each mentor was required to write plans before and evaluations after each week's activity. These were due at weekly mentor meetings, where time was allowed for mentor discussions as well as presentations on specific topics and by guest speakers (see Appendix C).

Transportation was a continuing challenge for Lewis and Clark mentors, whose campus was almost half an hour's drive from Ockley Green School. Each quarter, two days a week were scheduled for college van trips to Ockley Green, and each quarter lists of who was going when (and who was available as an authorized driver) had to be revised.

The staff contact at Lewis and Clark was the Coordinator of Student Support Services. She was in a good position to understand the challenges of being a mentor, but because she was not a member of the faculty, she had some difficulties initially in getting mentoring established as a course for credit. Her job kept her extremely busy, and the support of her administrative assistant in dealing with the logistics of the program and the volunteer assistance of the chapel coordinator were essential in keeping the program going.

Lewis and Clark will continue its program with Ockley Green in the fall of 1992, and its mentoring course--provisional in 1991-1992--is now fully accepted as a course in the department of education. A grant from the Portland Educational Network will cover some transportation and activity expenses and will enable the program to continue to pay extended-day pay to its middle-school contact. In addition, the grant will enable Lewis and Clark to pair with Pacific University to expand its program into Jefferson High School, providing program activities and opportunities for former mentees as they move through high school.

Warner Pacific College. Each year Warner had two or three absolute standout mentors who saw their mentees weekly, participated in numerous activities with them, got to know their families, and continued to see them after the academic year ended. Many mentors, however, experienced continuing difficulty in maintaining commitment to the program through the end of each academic year. They had trouble establishing effective relationships with their mentees and missed mentor meetings--they seemed to fear being judged wanting at these meetings. Efforts to provide more support early in the year, more group activities, tuition compensation so that mentors wouldn't have to work so much at jobs, and academic credit for mentoring through a servant-leadership class were never sufficiently successful. In the third year, several mentors encountered academic difficulties and had to leave the college; others failed to continue to try after the Christmas break, and the program involves the mentors who were left in group activities with all the mentees.

In the first year, WP students were the only mentors who tried to meet with mentees regularly during school hours. Mentees stayed in the program because they liked to get out of class, but some had little other commitment. This approach was not repeated in the second and third years, but difficulty remained with mentee commitment as well as mentor commitment.

For the first year and a half, Warner's staff contact was its vice president, an individual much higher in the college hierarchy than any of the other college staff contacts, and it was difficult for him to provide the program with as much oversight as it could have used. In the middle of the second year, the new campus pastor took over the program. This individual provided the program with a wonderful ideological basis and a firm commitment to service and the community; however, he did not have the benefit of experience, either with the college or the program, that the other college contacts had.

Warner's staff contact and Whitaker's staff contact, to their great credit, continued to provide a program for mentees even when many mentors dropped out as the year progressed. The Whitaker staff person convened meetings of mentees at the school and provided them with activities to think about their future and their hope for college, as well as to let them air their frustrations with missing mentors and to help them understand why their mentors were missing. Many of the meetings were attended by Warner's staff contact and the remaining mentors, who worked with the group as a whole and earned their respect.

Staff shortfalls will prevent Warner from continuing the SMP in 1992-1993. The former campus pastor would like to continue providing mentors to Whitaker School if he gets a position in a church or parish where he is able to recruit mentors.

University of Portland. The SMP at the University of Portland (UP) is part of a large service program there, buoyed by a philosophy of service promoted by the university. It is run like UP's 12 other community service programs, with a paid student coordinator supported by one of two full-time staff in the office of volunteer service. By the third year, UP preferred to run the SMP pretty much on its own, independent of the consortium except for funding.

UP's success is a function of its dedicated staff, the support of its Office of Volunteer Services, and the strong role of its student coordinator. The university had some difficulty in defining this role in the second year of the SMP; one coordinator left at midyear, and two co-coordinators took over. One of these was a graduate student oriented toward therapy and intervention; this "professional" approach intimidated and alienated the majority of mentors, who thought of their mentees simply as young friends. By the third year, however, activities for the SMP--including recruitment activities, mentor meetings, the year-end picnic, and transportation to events--were all planned and carried out by a student coordinator who remained, paid, the whole year, and who had effective models in the other UP student coordinators and the duties they shouldered. In addition, UP's Office of Volunteer Services provided a party at Christmas, a banquet in the spring, thank-you notes, and official appreciation for all volunteers, including mentors.

Service is clearly a priority for UP. It will continue running the SMP during 1992-1993 much as it has in the past.

Reed College. Reed had relatively small but dedicated groups of mentors throughout the three years of the program. In the second year their numbers rose unexpectedly to 21--more than the college contact felt she could effectively track. The role of the student coordinator was fairly weak at Reed; the program there was never successful at finding someone to take the kind of responsibility for running the program that a UP coordinator took, nor was it ever able to pay a student for this work.

Reed students tend to be individualists who are dedicated to their academic work, and they had difficulty finding time for group activities because of their academic commitments. They seemed, however, to be fairly successful at conducting their relationships through individual meetings with their mentees. After the first meeting each year at Lane School, Reed mentors frequently went to their mentees' homes, which were nearby, and rarely visited the school or participated in group activities. One exception to this was a challenge course, which a large number of them attended.

In the first year, the Reed mentors were most successful of all the mentors groups at attending mentor meetings and supporting one another; the small size of their group that year (seven mentors) simplified scheduling. In subsequent years, however, attendance at mentor meetings was spotty, with some attending regularly, some occasionally, and some not at all. Attendance at meetings did not correlate with success as a mentor; many of them just preferred to do things on their own and came to meetings only if they were having problems.

The staff contact at Reed was the director of career advising. Without the support of the central coordinator, neither she nor Reed's half-time community services coordinator could run the program in 1992-1993.

ENDINGS

In the third year of the program, the coordinator, with the advice of the executive committee, began considering expanding the program so that it could provide activities for mentees through high school. Lewis and Clark even proposed a program that would guarantee admission and tuition assistance there for any mentee who completed the four years of the program.

Although it was clear that the Oregon Community Foundation would not continue funding the program after providing full funding (more than it originally anticipated) for three years, temporary federal

funding was available through the National and Community Service Act, and congressional negotiations over the refunding of the Higher Education Act made it appear that long-term funding was likely to become available for programs that recruited students who would not otherwise have considered college.

The coordinator spent much of the spring writing a proposal for such a program, but all four colleges had difficulty getting presidential support for it. The federal act required matching funds, most of which could be provided through the in-kind support that was already available and from a reduced amount that OCF had said it would provide, but it appeared that a cash outlay of perhaps $5000 to $6000 per college would also be necessary. Ultimately the University of Portland decided that it was not cost-effective to remain in the consortium, and it asked to be removed from the grant proposal. When Warner Pacific lost half of its administrative staff, it did not feel it would have the staff to provide for the original program, much less an expanded one, so it dropped out of the consortium as well.

In the long wait for an answer on the federal funding, the coordinator looked into the possibility of raising the necessary matching cash through independent sources. She found several that seemed promising, but the colleges remaining in the consortium could not reach agreement on any they would allow her to approach (they wanted to ask the same sources to support other projects). Meanwhile, before the answer was received on federal funding, OCF's funding decisions were announced, and the SMP was not included among their appropriations. Without this support, it is doubtful that the SMP could have continued even if it had received federal support, which it learned a few weeks later it had not.

SUMMARY

The SMP dealt successfully with several of the day-to-day difficulties of running a mentoring program, making great strides in the effective recruitment, selection, and pairing of mentors and mentees, and in providing mentors with both initial and year-long support. It confirmed the experience of other such programs that mentors will most likely attend training and support meetings regularly, and maintain their commitment to their mentees and the program, if they receive academic credit for their efforts.

The SMP built an excellent foundation from which to expand into a long-term college-preparation program. The coordinator originally envisioned the mentors providing mentees with structured activities that would expose them to different college and career options and enable them to get involved in something that would hold their interests after their mentors were gone. Mentors were interested in a more casual relationship, however, and middle-school contacts also encouraged a less academically oriented program. As a basis for a long-term program, such a relationship with a college student for one year could provide a good start, but it could not provide mentees with enough support in eighth-grade to last them through high school.

Central coordination was essential in getting the SMP designed, funded, and started. As the programs diverged at the different colleges, however, it became more cost-effective for individual colleges to run the programs on their own with part-time staff commitment and a good, paid student coordinator. The variety of academic schedules--both among individual mentors and among the four colleges' academic calendars, the physical distances between the colleges and schools, and the lack of desire for a single set of activities made central coordination a questionable idea as the programs matured. Ultimately the cost of supporting a coordinator became too high for the four colleges in the consortium, and when the role was eliminated, the colleges that could not afford some staff time and a student coordinator had to discontinue the program.

Stronger oversight from a funding sources or a college administrator may have helped set the direction of the program. The coordinator was only that--she could not insist that mentors attend training, colleges provide academic credit, faculty become involved in the evaluation, or development offices look for long-term funding. Although she was the only person whose sole responsibility was the welfare of the program, she did not have the power to do everything that might have contributed to its success.

Like its beginnings, the SMP's end is also a function of its times: as funding has tightened, colleges have had to recognize that they cannot be all things to all people and must carefully choose the programs they support and the priorities they represent. It is encouraging that the two colleges whose

partner middle schools showed the greatest measurable results have chosen to continue the program, and exciting that the five-year program the consortium once envisioned will be put in place by at least one of the college/school pairs.

APPENDIX A: JOB DESCRIPTIONS

The list below includes most of the tasks that were involved in running the SMP. The code to the left of each task indicates who did it:

C = coordinator
CC = college contact
MC = middle-school contact
PPS = public schools liaison
SC = student coordinator.

For tasks that were originally done by the coordinator and later by others, or where tasks are shared, two or more codes are shown.

CC	Recruit student coordinator(s).
CC	Supervise (and pay, if applicable) student coordinator(s).
C, CC, SC	Set up a system to recruit mentors on each campus.
C	Write, print, and copy information sheets and applications for prospective mentors.
C	Write and print recruitment posters.
CC	Define criteria for mentor selection and performance
C, CC	Collect and file mentor applications
C, CC,SC	Interview prospective mentors
CC, SC	Select mentors.
CC, SC	Schedule initial organizational meetings of mentors.
CC,SC, MC	Schedule initial mentor visits to middle schools and initial group meetings.
MC	Identify appropriate mentees
MC	Inform parents of selection of mentees
MC, C	Collect and file student info sheets
MC, C	Collect and file parent permission forms
CC	Forward administrative funds to program office.
CC	Keep track of expenditures of college's discretionary money.
CC	Disburse and account for mentor activity money.
C	Keep track of expenditures and keep them within budget.
C	Collect disbursed funds from all four colleges and re-disburse discretionary funds and activity funds.
C	Arrange for payment of middle-school contact teachers.
C	Write midyear and year end reports for funding source.
C	Research continuing funding sources; write grants for continued funding.

Plan mentor meetings:

C,CC,SC	agenda
C,CC	facilitator
CC,SC	food
CC,SC	meeting space
CC,SC	reminders to mentors

All-program trainings

C,CC	schedule dates
C	make up agenda
C	food

C	meeting space
C	speaker(s)
C	evaluation
CC, MC	facilitation
CC,SC	transportation

All-program activities

C,CC	schedule dates
C,CC,SC	food
CC,SC	transportation

Parent orientation meetings

C,CC, MC	schedule dates
C	make up agenda
C	food
C, MC	meeting space
C	facilitation
MC, CC,SC	transportation

Executive Committee meetings

CC	schedule dates
C	make up agenda
CC	food
CC	meeting space
CC	facilitation
CC	transportation
CC	take minutes
CC	copy and mail minutes

Evaluation

C	overall design
C	data collection: mentees
C, CC	data collection: mentors
C, MC	data collection: parents
MC	data collection: teachers
C	data analysis
C	report on results
C	supervision of assistants
C	PPS permission

Other

C,CC	Publicize program as appropriate and useful through institutions' public relations offices.
C,CC,SC	Locate community resources (speakers, bus passes, free admission to museums or events) for activities with students and support-group meetings.
C	Keep mentors, mentees, parents, advisory board members, and interested others informed of workshops and resources through newsletters and mailings.
C,CC,MC,SC	Be available to resolve problems and troubleshoot.

APPENDIX B: PARTICIPANTS

The sum of numbers from all ethnic backgrounds does not always equal the sum of males and females because some participants were of mixed race and identified themselves as both. The number of mentors does not always equal the number of mentees because students occasionally did not complete the year or were added after the year began.

	1989-90		1990-91		1991-92	
	mentors	mentees	mentors	mentees	mentors	mentees
Lewis and Clark College/Ockley Green Middle School						
female	8	7	14	14	11	12
male	4	2	10	10	9	10
Af-Am	0	4	1	10	0	14
Hisp	1	0	1	1	0	2
Asian	0	2	2	0	1	0
Cauc	11	3	21	13	14	6
Am Ind	0	0	1	3	0	0
unk/other	0	0	2	0	5	0
University of Portland/Portsmouth Middle School						
female	10	10	15	15	11	11
male	3	3	10	10	6	6
f-Am	0	6	0	9	0	10
Hisp	1	2	1	3	0	0
Asian	1	0	0	1	1	0
Cauc	11	5	24	10	15	4
Am Ind	0	0	0	1	0	1
unk/other	0	0	0	0	1	2
Reed College/Lane Middle School						
female	3	3	12	12	7	8
male	4	4	9	9	7	7
Af-Am	0	0	0	1	1	0
Hisp	0	0	0	2	0	1
Asian	0	0	1	1	1	1
Cauc	7	7	20	17	13	13
Am Ind	0	0	0	0	0	0
unk/oth	0	0	0	0	0	2
Warner Pacific College/Whitaker Middle School						
female	4	4	9	9	6	8
male	3	3	5	5	8	8
Af-Am	1	6	1	9	1	13
Hisp	0	0	0	0	1	0
Asian	0	1	0	1	0	1
Cauc	6	0	12	6	12	2
Am Ind	0	0	0	0	0	0
unk/other	0	0	1	0	0	0

APPENDIX C:

Syllabus:
"Practicum 244: Mentoring the At-risk Preadolescent"
Lewis and Clark College
1991-1992

Practicum 244: Mentoring the At-risk Pre-adolescent
Fall, 1991

September 30

Introductions to each other and to the program

Assignment: Write about your recollections of 8th grade -- how did you feel about yourself? What was important to you? Did you like school? Why or why not?

Then -- write about how you think your experience can help you deal with your mentee. Or -- could it hinder your interactions with your mentee? Why or why not? (We will share these next Monday with the other mentors and then turn them in.)

October 7

Reading of reflection papers and discussion. Explanation of the prep and evaluation sheets. Cate Huisman will present the philosophy behind the Mentoring Program and how it is being evaluated as a whole.

[No class on Mon., Oct. 14th because of the Mentor Training Session on October 16th]

October 16th (5:30 - 8:30 p.m.) Whitaker Middle School

Bob Loveland, Clinical Psychologist, will discuss the following topics:

1. middle school culture
2. background of what is happening in the lives of young adolescents in general and 8th graders in particular -- transition to high school.
3. middle school bravado
4. how kids feel about being "helped"
5. the need for consistency in the lives of children from inner-city backgrounds
6. how to listen to a pre-adolescent

This will be followed by group discussions and exercises in listening and a discussion of the fears or worries about the mentor-mentee relationship with "veterans" -- school and college coordinators, former mentors, etc.

C1

October 21

A look at where the mentors are developmentally compared to their mentees --

1. Cognitively
2. In terms of dependency
3. Socially
4. Physically
5. Morally

Discussion: what are the implications for your relationship with an 8th grade mentee?

October 28 Vern 6-7

Vern Jones **(class 5:30 - 7:00 p.m. today!)**

A. The match between the cognitive level of the 8th grader and the pace of the school day.
B. Factors affecting the self-esteem of pre-adolescents

November 4

Deanna Bax -- what Portland Public Schools expects 8th graders to be mastering academically.

Discussion: How does this fit with the information we learned last week about the needs of 8th graders? How does this fit with our sense of our own mentees' interests and capabilities?

November 11

Assignment: Read pp. 35-42 (excluding "conflict resolution" on pp. 36 & 37) in The Middle School Years.

Discussion: How to express acceptance; more discussion of listening skills.

November 18

Assessment -- what do we feel we understand about these pre-adolescents at this point? How do they seem to see themselves as part of an educational institution?

Assignment: Read "The Poor Scholar's Soliloquy" on pp. 4 & 5 in The Middle School Years. What is its message? Do we sense any of this in our kids? Are there ways next term that we can excite their interest in learning?

****

Since the dynamics between individual mentor-mentee pairs are so diverse, there is no way that credit can be granted in this course based on the quality of that relationship. We will therefore be very quantitative in determining your level of commitment and involvement in the course, which may sound crass, but it seems to be the fairest way to determine awarding of credit. You'll certainly be gaining a lot more than credits from this experience anyway!

Prep and evaluation sheets (turned in each week, beginning Oct. 16th for the week before. If your mentee doesn't show up for a meeting, turn in your prep sheet anyway)	1 pt. each
Class attendance	2 pts. per meeting
Meetings with mentees	3 pts. each

If all responsibilities are met, each mentor has the potential of earning 54 points. In order to receive credit for the course, you should earn at least 48 points. There will undoubtedly be complications for a few of you that make this system problematic, but we'll work together to make it flexible and fair.

Practicum 244: Mentoring the At-risk Pre-adolescent
Winter, 1992

January 6
(Stamm)

Getting reoriented, long- and short-range planning, etc.

January 13
(Stamm)

Assignment: Read pp. 1-15 in The Middle School Years

Discussion of the dichotomies in the lives of pre-adolescent children -- social, educational, developmental.

January 20
(Martin Luther King's birthday)

No classes, but Thursday people need to plan for their meetings with kids on Thursday.

January 27
(Thayer III)

Assignment: Read pp. 16-34 in The Middle School Years

Vern Jones: How social skills impact the learning of pre-adolescents and adolescents

February 3
(Stamm)

Assignment: Read pp. 35-42 in The Middle School Years

Discussion on "imprinting" the desire to learn; factors that intervene.

February 10
(Dubach)
Note: Class will last from **5:00-7:00 p.m.**

Assignment: Handout: "Toward a Pedagogy of Substance," by Lee S. Shulman

Vern Jones: Becoming acquainted with your own learning style -- how learning styles affect the act of learning.

February 17
(Thayer III)

Assignment: Handout (to be announced)

Discussion of learning styles and the points at which they become learning disabilities.

February 24
(Thayer III)

Assignment: Read pp. 43-58 in The Middle School Years

Discussion of social issues that relate to school performance.

March 2
(Stamm)

Assignment: Read pp. 58-64 in The Middle School Years

Discussion of gender roles and middle school socialization.

March 9
(Stamm)

Assignment: Handout: excerpt from Making it in the Middle, by Anne C. Lewis

Discussion of the connection between school achievement and urban problems.
Summing up: what progress have we seen in our relationships with mentees? How are our joint projects coming? Where should they(we) go from here?

Since the dynamics between individual mentor-mentee pairs are so diverse, there is no way that credit can be granted in this course based on the quality of that relationship. We will therefore be very quantitative in determining your level of commitment and involvement in the course, which may sound crass, but it seems to be the fairest way to determine awarding of credit. You'll certainly be gaining a lot more than credits from this experience anyway.

Prep and evaluation sheets (turned in each week, beginning Jan. 13th for the week before. If your mentee doesn't show up for a meeting, turn in your prep sheet and a note)	1 pt. each
Class attendance	2 pts. per meeting
Meetings with mentees	3 pts. each

If all responsibilities are met, each mentor has the potential of earning 63 points. In order to receive credit for the course, you should earn at least **58 points.** There will undoubtedly be complications for a few of you that make this system problematic, but we'll work together to make it flexible and fair.

APPENDIX D:

Forms Used in the Student Mentoring Program

Student Mentoring Program
Middle-School Student Information Sheet

Information to be provided by program contact or student's teacher:

Name _____ Age ____ Gender _____

Address (include zip code)_____

Parent's(') name(s) _____

Date of birth _____ Ethnic identity _____

With whom does the student live?_____ Phone _____

Is the student in other enrichment programs that might provide him/her with a mentor?

(TLC/TnT, MESA, Self-Enhancement, Coalition of Black Men, etc) Yes____ No____

Information to be provided by referring teacher:

What does this student most need that you hope a mentor can provide? (We recognize that many young adolescents could use help with almost all of these; please indicate only those that you think are most important for this student.)

___improved study habits
___help with organizing schoolwork
___help with test-taking skills or test anxiety
___improved ability to listen or concentrate
___better attitude toward school

___help in developing social skills
___help with decision-making skills
___help with personal health (physical fitness, substance abuse)
___role model
___improved self-image
___help in making constructive use of free time
___help in setting appropriate goals
___encouragement for a specific interest or skill (what?_____)

___greater knowledge of world outside school/neighborhood
___greater knowledge of school/community resources available to him/her
___greater knowledge of options after middle school (high school, college, career possibilities)

___other(s) (please specify)_____

PLEASE FILL OUT REVERSE SIDE ALSO

Below is a list of some of the activities that mentors and students participate in together. Which would be most beneficial for this student?

___visiting colleges
___planning for high school (choosing courses, visiting schools, applying to magnet schools)
___attending cultural events (art museum, concerts, dance, OMSI)
___attending fun events (street fairs, movies, sports)
___learning to use the bus system
___visiting the library
___studying
___participating in sports
___visiting places where the student might wish to work
___celebrating holidays
___learning about community resources (using the yellow pages, calling for information, using local youth service center, etc.)
___just listening and talking
___attending school functions in which student participates (assemblies, teacher conferences, sports competitions)
___other(s) (please specify)_____

What does this student do well? (What are some things this student feels good about that the mentor might use to start to get to know him/her?)

Is there anything else the mentor should know about the student?

Name of person filling this out _____

Date _____

Please return to: Edna Pittman Barbara Chase Alison Couch Elizabeth Larsen

PARENT PERMISSION FORM

PROGRAM PERMISSION. My son/daughter, _____, may participate in the on-campus activities of the Student Mentoring Program. S/he may also go on "walking field trips" with his/her mentor to places that are within walking distance of his/her middle school (such as a restaurant or park), as long as s/he returns to the school by the end of the after-school activity period. I understand that permission for any other off-campus activities will be sought on an individual basis.

PHOTO PERMISSION. I agree that my child's photograph may be used for publicity for the Student Mentoring Program.

PERMISSION TO PARTICIPATE IN EVALUATION. For the evaluation of the program, I further agree that the Student Mentoring Program may have access to my child's grades and attendance records, and that s/he may be interviewed and tested by the Student Mentoring Program during the school year. I understand that my son/daughter's name will not be used in the evaluation, and that his/her grades and attendance information will not be shared with anyone outside the evaluation team. This permission will expire when my child finishes high school.

Parent Signature_____ Date _____

Please print parent name _____

Optional: For the purpose of applying for federal funding, it will be useful for the program to know how much education has been received by others in the student's family. Please indicate below the highest level of education received by either of the student's parents. (If the student lives with only one parent, plesae indicate the level of education received by the parent with whom the student lives.)

__some grade school ___some high school ___some college
__completed grade school ___completed high school ___completed college

---

Student Photo Permission and Agreement to Participate in Evaluation

For the evaluation of the program, I agree that the Student Mentoring Program may have access to my grades and attendance records. I also agree to be interviewed and tested by the Student Mentoring Program during the school year. I understand that my name will not be used in the evaluation, and that my grades and attendance information will not be shared with anyone outside the evaluation team. This permission will expire when I finish high school.

I further agree that my photo may be used for publicity for the Student Mentoring Program.

Student Signature _____ Date _____

STUDENT MENTORING PROGRAM

THE STUDENT MENTORING PROGRAM AT
LEWIS AND CLARK COLLEGE
INFORMATION SHEET

Lewis and Clark mentors are paired with eighth-graders at Ockley Green Middle School in northeast Portland. Ockley Green's students are ethnically diverse and many are from economically disadvantaged backgrounds. As a mentor, you will have an opportunity to see a part of the city that you would otherwise not likely visit and to work with young people whose values, aspirations, and beliefs about the community and about people in general may be very different from your own. You and your student can set your own goals and plan your own activities, which might range from going bowling to planning what courses to take in high school.

Because of the distance (about 12 miles) between Lewis and Clark and Ockley Green, Lewis and Clark mentors usually arrange for a van or carpools and visit their students in a group. Many mentors also arrange other visits in addition to the weekly meetings.

For the 1991-92 fall quarter, the program will be run as a practicum in the education department, and mentors will earn two hours' credit during the fall quarter. Program staff hope, but cannot guarantee, that credit will also be granted for the winter and spring quarters. In any event, mentors must plan on committing themselves to the program for the entire academic year. Weekly class meetings will be used to plan meetings with students and to learn about the social, psychological, and educational needs of of the young people you will be working with.

How much time will it take?

Weekly visits with mentors last from 2:40-3:40 pm and are usually held at Ockley Green Middle School on Thursday or Friday afternoons. Travel time adds about an hour to this figure--a van departs LC about 2:15 and returns around 4:15 pm. Some meetings--such as visits to the Lewis and Clark campus, a trip to the downtown library, or other special events--will take more time. A few times a year, a whole Saturday might be used on a field trip, such as to the beach or to use a challenge course. Mentors also need to call their students once a week to confirm that they will be meeting, and many mentors call more often; this can take anywhere from ten minutes to an hour, depending on how much you like to listen and how hard it is to reach your student by phone.

Weekly class meetings are held on Monday evenings from 5:00 to 6:00. Because much of the learning for this course occurs in interaction with students, however, less time is devoted to reading and writing assignments. Short readings will be required each week, and meeting preparation sheets and evaluations will require an hour or two of writing each week.

Mentors are also required to attend a citywide training session from 5:30 to 9:30 pm on Wednesday, October 16th, at Whitaker Middle School, and a parent orientation meeting at Ockley Green School on Tuesday October 29th; these sessions are run by the program, and attendance is required for mentors at all four of the participating colleges. If you find

you have conflicts with classes or work on these evenings, you will be expected to arrange to make up your missed class or trade work shifts so you can get to the training and parent meeting.

What if I have to miss a meeting?

You are expected to keep your commitment to meet with your student once a week throughout the entire school year. Regular attendance at both class meetings and meetings with your student is extremely important. Your absence from a planned meeting can be extremely disheartening to your student, who is likely to feel personally rejected no matter how valid the reason for your absence. The program will plan special activities for students as a group during vacation times, but you will be expected to stay in contact through phone calls or letters.

How do I get involved?

First, ask yourself: Can I really commit to this for the whole year? If you choose to drop out at mid-year, your student will read it as yet another rejection of him or her: he or she wasn't as important to you as something else. If you aren't absolutely sure you can commit for a whole year, don't sign up.

If your answers to these questions are affirmative, pick up application and reference forms from Dale Holloway, coordinator of student support services (Templeton Center, 768-7175) or Deanna Bax, chapel coordinator (Agnes Flanagan Chapel, basement, 768-7085). You will need to get two references--one academic (from a professor or teacher) and one personal (from an employer, supervisor, resident adviser, chaplain, coach, or sponsor of another activity you are involved in). Before you are accepted into the program, you will also be asked to an interview to make sure you understand your responsibilities as a mentor and to help you determine how you can meet them. Interviews will be held on Friday, September 20th, and Thursday, September 26th; sign up for an interview time at the Office of Student Support Services when you turn in your application.

Want more information? Call Dale Holloway or Deanna Bax at one of the numbers above.

THE STUDENT MENTORING PROGRAM AT REED COLLEGE

The Student Mentoring Program pairs committed college students with local eighth-graders whose performance in school does not match their potential. The purpose of the program is to provide the eighth-graders with whatever skills, vision, or motivation they need to go on to high school and complete it, and to encourage them to consider going to college.

Participating colleges, in addition to Reed, include Warner Pacific, Lewis and Clark, and the University of Portland. Each college is matched with a specific middle school; Reed is paired with Lane Middle School at 7200 SE 60th Avenue.

The heart of the program is the relationship between the mentor and the student. The mentor is a role model: s/he is someone who has survived high school and made it into college. The relationship should provide the student with a context in which s/he can find a reason to stay in school and knowledge of the resources that will help him/her do so.

What do mentors do?

The program provides mentors with an orientation to the middle school and a training session early in the year, along with an introduction to and some background information on their mentees. During the year, mentors get ongoing support in mentor meetings on campus, and the program plans some activities open to all the mentor/student pairs in it.

The mentor and student can determine together how they would like to spend their time, although it is expected that they will visit the student's prospective high school and the Reed College or other college campuses. Learning how to use the bus system, the public library, and the Youth Yellow Pages may all be appropriate activities. Visits to OMSI, downtown offices, or cultural centers may also be appropriate. The program will help mentors with logistical support and funds to make such activities possible.

How much time will it take?

Mentors meet with their students weekly, usually for at least two hours. Initial meetings are at Lane Middle School (about 2 1/2 miles away); subsequent meetings may be at any mutually agreeable location. Mentors must arrange their own transportation to meetings and often help their students get there as well; a Reed College vehicle may be used for this purpose if arrangements are made in advance.

Mentors are also required to attend several other meetings: On Thursday, September 26 from 2:00 to 3:30 all Reed mentors are invited to Lane to participate in a group activity which will help each mentor/mentee pair get better acquainted. A meeting with students' parents will occur on Tuesday, October 1 at Lane and a training session at Whitaker Middle School from 5:30 to 9:30 pm on Wednesday, October 16. On Saturday, October 12, a beach trip is being planned for all four colleges and middle school students in the program. And finally, mentors are expected to attend planning and support meetings on campus for 1-2 hours every 2-3 weeks (schedule to be set by mentors as a group; dinner meetings have worked well).

BEST COPY AVAILABLE

Why become a mentor?

Good will, a desire to do your part in effecting social change, or a feeling that you can fill a need are all good and standard reasons for volunteering. There are a few less altruistic reasons to participate, however; they are perfectly valid and they can strengthen your commitment:

Contact with the real world. For some people a break from the ivory tower is important; it can ease the pressure of academics for a few hours and give you some perspective on what you're doing in school.

Experience. Prospective employers aren't just interested in your school work; they want to know if you're dependable and committed, how well you work with other people, and whether you have the initiative to make plans and carry them through. You can learn and demonstrate these qualities as a mentor.

Credit. Mentoring may be used to fulfill the practicum requirement for some psychology courses. Check with the program coordinator for more information on this.

How do I get involved?

First, ask yourself: Can I really commit to this for the whole year? Filling out the mentor application form may help your answer this question. If you choose to drop out at mid-year, your student will read it as yet another rejection of him or her: he or she wasn't as important to you as something else. If you aren't absolutely sure you can commit for a whole year, don't sign up.

Second, remember what your middle-school experience was like, and remember particularly the bureaucracy that you had to work within: the apparently arbitrary rules, the parental permission necessary, the hall passes, etc. Ask yourself whether you're willing to return to such a structured environment and live within its rules.

Third, look at your calendar and see what you're doing on the evenings of Tuesday, October 1 and Wednesday, October 16. You need to be free these evenings to attend a meeting with parents and the training session respectively.

If your answers to these questions are affirmative, attend a general information meeting about the program on Thursday 5 September from 5:00 to 6:00 pm in Commons A or on Friday 6 September from noon to 1 pm, also in Commons A. Pick up a mentor application at the meeting you attend or at one of the offices listed below; fill it out and return it to Patty Cassidy in the Career Advising Office (Eliot 203) by Monday 9 September. When you return the completed application you will also be asked to sign up for a half-hour interview slot on Wednesday or Thursday afternoon, 11 or 12 September.

Once you have been selected to be a mentor, you will need to come to a planning session in Commons A from 5:00 to 6:00 pm on Tuesday, 17 September; we will use the time to plan initial visits to Lane Middle School and to set up a time for subsequent meetings.

For more information: Contact Patty Cassidy in the Career Advising Office (Eliot 203, x291), or Cate Huisman, Student Mentoring Program coordinator, in the Community Service Program/Student Mentoring Program office in Ladd basement (x520).

THE STUDENT MENTORING PROGRAM
AT WARNER PACIFIC COLLEGE

The Student Mentoring Program pairs committed college students with local eighth-graders whose performance in school does not match their potential. The purpose of the program is to provide the eighth-graders with whatever skills, vision, or motivation they need to go on to high school and complete it, and to encourage them to consider going to college. Middle-school students are selected for the program who have college potential, but who aren't fulfilling their potential now.

Participating colleges, in addition to Warner Pacific, include Reed, Lewis and Clark, and the University of Portland. Each college is matched with a specific middle school; Warner Pacific is paired with Whitaker Middle School at 5700 NE 39th.

What do mentors do?

Mentors maintain weekly contact with their mentees in order to provide them with a relationship they can count on. The program encompasses both group activities--planned and scheduled by the mentors in their weekly class meetings on campus, and individual activities that each mentor/student pair plans on their own. Mentors also participate in a program-wide training session with mentors from other campuses, and may participate in large group activities with students and their mentors from other schools.

Most mentor/student pairs visit the student's prospective high school and the Warner Pacific College or other college campuses. Learning how to use the bus system, the public library, and the Youth Yellow Pages may all be appropriate activities. Visits to OMSI, downtown offices, or cultural centers may also be appropriate. The program helps mentors with logistical support and funds to make such activities possible.

Why become a mentor?

Good will, a desire to do your part in effecting social change, a feeling that you can fill a need, and a desire to perform Christian service are all good reasons for volunteering. But other, less altruistic reasons are also valid:

Contact with the real world. For some people a break from the ivory tower is important; it can ease the pressure of academics for a few hours and give you some perspective on what you're doing in school.

Experience. Mentoring can be a vital part of your educaton in a college whose mission is to prepare people for careers of service. Prospective employers aren't just interested in your school work; they want to know if you're dependable and committed, how well you work with other people, and whether you have the initiative to make plans and carry them through. Mentoring can help you learn and demonstrate these qualities.

Credit. You can even get three units of elective credit at no cost for being an effective mentor.

How do I get involved?. Sign up at the orientation fair; or contact Kent Walton, campus pastor, in the Campus Ministry House (L House), x440; or contact the student coordinator, Suzette Reynoso, at Box 107. Information is also available from Cate Huisman, citywide program coordinator, at 777-7520.

THE STUDENT MENTORING PROGRAM
AT WARNER PACIFIC COLLEGE
MENTOR APPLICATION FORM

Name_____ Year in school (91-92)_____

Local address _____

Local phone_____ Best times to call _____

Major (or area of interest, if undeclared) _____

Sports and/or hobbies_____

Home town _____ Ethnic identity _____

What kind of student do you think you could work with most effectively? _____

_____

Is there any type of student you feel you couldn't work with?_____

What appeals to you about being a mentor?

What would you like to offer (characteristics, experience, coursework, etc.) that would be helpful to an eighth-grader?

What do you hope to learn from being a mentor? What would you most like your mentor to learn from you?

(more on reverse)

BEST COPY AVAILABLE

The middle-school students involved in this program need to be able to trust and depend on their mentors, and mentors must be committed to meeting weekly with their mentees throughout the school year. Attendance at mentor meetings will also be required. What other commitments do you have that you will need to consider when adding this one (employment, coursework, personal obligations, etc.)? How will your commitments change when semesters change?

The student with whom you are paired may come from an unstable or dysfunctional family, may have an ethnic background different from yours, and will almost certainly have values different from yours. How comfortable will you be working with someone whose experiences and viewpoints are likely to be very different from your own? What might make you uncomfortable?

The student with whom you are paired may not always be punctual for meetings with you, or may not show up when s/he has said s/he will, or may not seem to appreciate you much, especially at first. If this happens, how will you find the encouragement to keep your commitment for the entire academic year?

PLEASE RETURN COMPLETED FORMS TO KENT WALTON, CAMPUS PASTOR, IN THE CAMPUS MINISTRY HOUSE (L HOUSE), EXT. 440.

BEST COPY AVAILABLE

THE STUDENT MENTORING PROGRAM
AT THE UNIVERSITY OF PORTLAND

The Student Mentoring Program pairs committed college students with eighth-graders whose performance in school does not match their potential. The purpose of the program is to provide the eighth-graders with the skills, vision, or motivation they need to complete high school and to encourage them to consider going to college.

Participating colleges, in addition to the University of Portland, include Warner Pacific, Reed, and Lewis and Clark. The program's office is on the Reed College campus. Each college is matched with a specific middle school; the University of Portland is paired with Portsmouth Middle School at 5103 N. Willis Boulevard.

The heart of the program is the relationship between the mentor and the student. The mentor is a role model: s/he is someone who has survived high school and made it into college. The relationship should provide the student with a context in which s/he can find a reason to stay in school and knowledge of the resources that will help him/her do so.

The first few meetings will be structured to help the mentor and student get to know one another, and activities will be scheduled occasionally throughout the year that mentors and students may attend together. Beyond these, the mentor and student can determine together how and where they would like to spend their time, although it is expected that they will visit the student's prospective high school and the University of Portland or other college campuses. Learning how to use the bus system, the public library, and the Youth Yellow Pages may all be appropriate activities. Visits to OMSI, downtown offices, or cultural centers may also be appropriate. The program will help mentors with transportation and funds to make such activities possible.

How much time will it take?

Mentors meet with their students weekly, usually for about two hours. Initial meetings are at Portsmouth Middle School, which is within a mile of campus. The first few meetings will be at the same set time for all mentors and students, but thereafter each pair can arrange mutually agreeable times for themselves. Mentors must arrange their own transportation; a UP vehicle may be used for this purpose if arrangements are made in advance.

Mentors are also required to attend a meeting with their students' parents at Portsmouth Middle School on Wednesday, October 2nd from 7:00 to 8:30 pm, and a city-wide training session at Whitaker Middle School on Wednesday, October 16th from 5:30 to 9:30 pm. In addition, mentors hold planning and support meetings on campus for an hour every other week on Tuesday evenings from 5:30 to 6:30 pm.

Why become a mentor?

Goodwill, a desire to do your part in effecting social change, a feeling that you can fill a need, or a desire to be part of a 2000-year tradition of Christian service are all good reasons for volunteering. For some people a break from the ivory tower is important; it

BEST COPY AVAILABLE

can ease the pressure of academics for a few hours and give you some perspective on what you're doing in school.

In addition, mentoring provides you with experience that may be useful when you are seeking employment: Prospective employers aren't just interested in your school work; they want to know if you're dependable and committed, how well you work with other people, and whether you have the initiative to make plans and carry them through.

You may even use mentoring as a field experience for the course "Theology and Community Service." Check with Father John Chaplin for more information on this.

How do I get involved?

First, ask yourself: Can I really commit to this for the whole year? Filling out the mentor application form may help you to answer this question. If you choose to drop out at mid-year, your student will read it as yet another rejection of him or her: he or she wasn't as important to you as something else. If you aren't absolutely sure you can commit for a whole year, don't sign up.

Next, look at your calendar and make sure you have the following times free for initial meetings and training:

Thurs. 8/29 6:30-7:30 pm: Volunteer Services general orientation
St. Mary's Student Center
Thurs. 9/5 3:00-4:00 pm: Initial visit to Portsmouth Middle School
Thurs. 9/12 5:30-6:30 pm: First mentor meeting
Thurs. 9/19 3:00-4:00 pm: First meeting with mentees, at
Portsmouth Middle School
Weds. 10/2 7:00-8:30 pm: Parents' meeting at Portsmouth
Sat. 10/12 all day: Beach trip for mentors and students
Weds. 10/16 5:30-9:30 pm: Training session at Whitaker School

If your answers to these questions are affirmative, pick up a mentor application form from the Office of Volunteer Services in St. Mary's Student Center and return it at or before the general orientation meeting on August 29th.

For more information: Call Ann Liotta, student coordinator (285-1132), or Susie Travis in the Office of Volunteer Services, St. Mary's Student Center (283-7132).

BEST COPY AVAILABLE

STUDENT MENTORING PROGRAM
SELF-ASSESSMENT FOR POTENTIAL MENTORS

This assessment is to help you decide whether becoming a mentor is appropriate for you at this time in your life. This form is for your use only and need not be submitted. If you are still interested in being a mentor after completing this form, see the contact person on your campus.

Why do I want to be a mentor?

What do I have to offer (characteristics, experience, coursework, etc.) that would be helpful to an eighth-grader?

What do I hope to learn from being a mentor? What do I hope my mentee will learn from me?

The middle-school students involved in this program need to be able to trust and depend on their mentors, and mentors must be committed to spending at least two hours a week with their mentees throughout the school year. Training seminars will also be required, and special activities will be offered, usually on Tuesday evenings. What other commitments do I have that I will need to consider (employment, coursework, personal obligations, etc.)? How will my commitments change when semesters or quarters change?

The time I spend with a mentee may take up time I would normally spend with someone else (spouse, significant other, children, parents, friends, etc.). How will a new relationship affect my current relationships?

The stability of my current relationships may affect any new relationship. How would I rate the stability of my relationships with:

	UNSTABLE				VERY STABLE	NOT APPLICABLE
Spouse/Significant Other	1	2	3	4	5	NA
Parents	1	2	3	4	5	NA
Children	1	2	3	4	5	NA
Friends	1	2	3	4	5	NA
Others:_____	1	2	3	4	5	NA

Comments:

The youth with whom I am paired may come from an unstable or dysfunctional family, may have an ethnic background different from mine, and will almost certainly have values different from mine. How comfortable will I be working with someone whose experiences and viewpoints are likely to be very different from my own? What might make me uncomfortable?

The youth with whom I am paired may not always be punctual for meetings with me, or may not show up when s/he has said s/he will, or may not seem to appreciate me much, especially at first. If this happens, how will I find the encouragement to keep my commitment for the entire academic year?

Thank you for completing this self-assessment. We value your interest in the Student Mentoring Program and hope that after considering these aspects of mentoring you will decide to become a mentor.

THE STUDENT MENTORING PROGRAM AT LEWIS AND CLARK COLLEGE

MENTOR APPLICATION FORM

Name_____ Year in school (91-92)_____

Summer address _____

Summer phone _____ Best times to call _____

Local address _____

Local phone_____ Best times to call _____

Major (or area of interest, if undeclared) _____

Sports and/or hobbies_____

Home town _____ Ethnic identity _____

What kind of student do you think you could work with most effectively? _____

_____

Is there any type of student you feel you couldn't work with?_____

What appeals to you about being a mentor?

What would you like to offer (characteristics, experience, coursework, etc.) that would be helpful to an eighth-grader?

What do you hope to learn from being a mentor? What would you most like your mentor to learn from you?

(more on reverse)

The middle-school students involved in this program need to be able to trust and depend on their mentors, and mentors must be committed to meeting weekly with their mentees throughout the school year. Weekly class meetings will also be required, and special activities will be offered at various times. What other commitments do you have that you will need to consider when adding this one (employment, coursework, personal obligations, etc.)? How will your commitments change when quarters change?

The student with whom you are paired may come from an unstable or dysfunctional family, may have an ethnic background different from yours, and will almost certainly have values different from yours. How comfortable will you be working with someone whose experiences and viewpoints are likely to be very different from your own? What might make you uncomfortable?

The student with whom you are paired may not always be punctual for meetings with you, or may not show up when s/he has said s/he will, or may not seem to appreciate you much, especially at first. If this happens, how will you find the encouragement to keep your commitment for the entire academic year?

Please write here the names of the two persons who will be your references:

PLEASE RETURN COMPLETED FORMS TO DALE HOLLOWAY, COORDINATOR OF STUDENT SUPPORT SERVICES (TEMPLETON CENTER, 768-7175) OR DEANNA BAX, CHAPEL COORDINATOR (AGNES FLANAGAN CHAPEL, 768-7085).

THE STUDENT MENTORING PROGRAM AT LEWIS AND CLARK COLLEGE

REFERENCE FORM

MENTOR APPLICANT NAME _____

The student named above has applied to be a mentor in Lewis and Clark's Student Mentoring Program. Each mentor is paired with an eighth-grader at a northeast-Portland middle school and is expected to meet with that student regularly throughout the school year. Mentors need not have any particular talents for teaching or counseling nor be excellent students, but they must be responsible, tolerant, and able to keep their commitment to their student partners. They also will need to work both independently on their own and cooperatively with other mentors to plan activities for their students.

Using a 1 to indicate little ability and a 5 to indicate excellent ability (0 indicates you have had not chance to observe this potential), please rate this person's ability in the following areas. (Mentors are not expected to be good at everything; this information will help the program pair them with eighth-graders with whom they can be most effective.)

PLAN ACTIVITIES ON HIS/HER OWN	1 2 3 4 5 0
PLAN ACTIVITIES WORKING WITH OTHERS	1 2 3 4 5 0
INTERACT WITH NEW PEOPLE	1 2 3 4 5 0
INTERACT WITH OTHERS OF DIFFERENT BACKGROUNDS	1 2 3 4 5 0
BE RELIABLE	1 2 3 4 5 0
BE COMMITTED	1 2 3 4 5 0
BE TOLERANT OF DIFFERENCE	1 2 3 4 5 0
LISTEN EFFECTIVELY	1 2 3 4 5 0
DRAW OUT A SHY PERSON	1 2 3 4 5 0
INVOLVE AN UNCOMMITTED PERSON	1 2 3 4 5 0
TACTFULLY RESPOND TO INAPPROPRIATE BEHAVIOR	1 2 3 4 5 0

How does this person respond to the stress of numerous academic commitments? Is s/he likely to have difficulty maintaining contact with a mentee when academic work piles up?

What particular strengths could this person bring to a relationship with an eighth-grader?

What pitfalls of such a relationship might this person might be susceptible to?

What is your general overall sense of this person's appropriateness to be a mentor?

Name _____ Phone _____
Your relationship to applicant _____

Many thanks for your help. Your responses will help the Student Mentoring Program place this applicant where s/he can be most effective.

Please return this form to Dale Holloway, Box 112, or Deanna Bax, Box 171, Lewis and Clark College, 0615 SW Palatine Hill Rd., Portland, OR 97219.

Student Mentoring Program
c/o Reed College
3203 Southeast Woodstock Blvd.
Portland, Oregon 97202-8199

PORTLAND PUBLIC SCHOOLS
Personnel Services
Portland, Oregon

Employment Record Check

To be completed by applicant:
Please Print

Date _____

Name _____
(LAST) (FIRST) (MIDDLE)

Address at college: _____ Local Telephone: _____

City _____ State _____ Zip _____ Sex _____ Race _____

Position Applied For MENTOR Date of Birth _____

Driver's License Number _____ Driver's License State _____

Length of Residence in Portland _____ Soc. Security No. _____

Parents' or Home Residence _____
~~(If applicant has lived less than one year in Portland) -~~

The following questions are to assist in determining a prospective employee's fitness as an applicant. The answers to these questions are subject to verification by a police agency. **A "yes" answer does not automatically disqualify an applicant.** Each case will be judged individually.

1. Have you ever been convicted of a felony? Yes ☐ No ☐
2. Have you ever been **arrested** for the possession, use, sale or distribution of a controlled substance or alcoholic beverages? Yes ☐ No ☐
3. Have your ever been convicted of any crime involving theft or violence? Yes ☐ No ☐
4. Have you ever been **arrested** for a sex offense? Yes ☐ No ☐
5. Have you ever been convicted of any crime other than a minor traffic offense? Yes ☐ No ☐
6. Are you currently charged with or under indictment for any of the above? Yes ☐ No ☐

If yes, please explain: _____

_____

The facts set forth on this form are true and complete to the best of my knowledge. **I understand that false statements on this form will be considered sufficient cause to deny employment or for dismissal from employment.** I hereby grant to the District or its agent permission to check civil or criminal records to verify any statement made on this form.

FOR OFFICE USE ONLY	
LEDS Wanted	
Driving Record	
CRISS Record	
OR Crim. History	
Other Crim. History	
Dept/Author	

_____
(Signature)

41

1535X Revised 6/85

Equal Opportunity Employer

NOTES FOR INTERVIEWS WITH PROSPECTIVE MENTORS

The interviewer may choose to use all, some, or none of these questions. They are designed to help a prospective mentor assess his/her

--approach to a potentially uncomfortable situation
--commitment to a mentee (willingness and ability to stay in touch all year)
--commitment to the program (willingness and ability to attend trainings, mentor meetings, group activities, etc.)
--realism in making these commitments (i.e., does s/he really have time for this?).

Propose the following situation to let the prospective mentor assess how s/he would deal with this situation. Explain that there is no correct answer; the purpose is simply to let you assess how you would deal with a situation you might face.

Imagine that you are walking with your student, and s/he refers to someone who passes as a nigger/g-dd--m mother f---er/sexy broad (choose one). What is your response, if any?

Would your response be different if this happened after you'd known your student several months than if it happened the first time you met him/her? If so, how would it differ?

How comfortable would you feel responding to this situation?

Which is more important: to protect a fragile relationship with your student, or to confront his/her stereotypes? (trick question; no correct answer)

Would you like to / be willing to learn new ways of approaching this issue with your student?

Point out that a significant time commitment is required of mentors: they are expected to attend a training session, a meeting with parents, and mentor meetings, as well as maintain contact with their mentees. Point out that you can't just skip a planned meeting as you might skip a class; if you get sick or there is an emergency, you must call your mentee or the person running the meeting, just as you would call in sick at a job.

Given the above demands, ask the prospective mentor how she envisions making such a commitment. Ask him/her to consider (though s/he need not necessarily tell you) the stability and demands of his/her relationships with his/her spouse or significant other, parents, children, friends, and others.

Will time with a mentee take time away from one of these other relationships?

How will a new relationship affect current relationships?

Help the prospective mentor imagine how his meetings with a mentee will fit in his life. How does mentoring fit into his schedule?

Can s/he attend all the meetings already scheduled: training, parents meeting, mentor meetings?

(For Warner Pacific and Lewis and Clark): Strongly encourage anyone who anticipates mentoring but not taking the related class to join the class anyway. From my perspective, there is no point in being a mentor but not taking the class; I would expect a good mentor to do all the things that the class requires. You might as well get credit for it.

APPENDIX E:

Budget

Student Mentoring Program
Planning Grant Expenditures ($14,500)

Coordinator salary $2500/month @ 50% for 4 months	$5,000.00
Fringe benefits	982.06
Supplies	185.38
Postage	8.32
Long-distance telephone charges	54.31
Classified ad to recruit coordinator	278.40
Mentoring Association dues	48.00
Computer support	24.00
Coordinator travel	56.20
TOTAL SPENT:	$6,636.67

$7863.33 is left from this grant.

STUDENT MENTORING PROGRAM
INCOME AND EXPENDITURES
9/1/89 - 8/31/90

EXPENDITURES

Personnel	
Salary, program coordinator	$14,480.39
Fringe benefits	3926.06
Extended-day pay for four middle-school teachers @ $1500	6,000.00
Subtotal	$24,406.45
Training and Support	
Food	$ 863.16
Other Non-Personnel	
Long-distance telephone calls	$ 37.48
Postage	68.38
Equipment and supplies	114.88
Evaluation tests and supplies	1,583.65
Printing and duplicating	145.24
Travel for coordinator	936.78
Videotape of newscast	32.00
Activity expenses for mentors and mentees	3,045.00
Discretionary funds for miscellaneous expenses	3,737.00
Subtotal	$ 9,700.41
TOTAL EXPENDITURES	$34,970.02
Remainder from previous year	$12,029.98

E2

STUDENT MENTORING PROGRAM
INCOME AND EXPENDITURES
9/1/90 - 8/31/91

EXPENDITURES

Personnel	
Salary, program coordinator	$15,900.00
Fringe benefits	5,571.00
Extended-day pay for four middle-school teachers @ $1500	6,000.00
Staff time for research and evaluation	0.00[1]
Subtotal	$27,471.00
Training and Support	
Food	$ 995.00[2]
Other Non-Personnel	
Long-distance telephone calls	$ 102.00
Postage	183.00
Equipment and supplies	382.00
Evaluation tests and supplies	1,542.00[3]
Printing and duplicating	956.00
Local travel for coordinator	281.00[4]
Conference attendance for coordinator	1,209.00
Activity expenses for mentors and mentees	7,325.00
Subscriptions and memberships	172.00[5]
Introductory dinner for mentors, mentees and parents	617.00
Discretionary funds for miscellaneous expenses	8,000.00
Subtotal	$20,769.00
TOTAL EXPENDITURES	$49,235.00

INCOME

Oregon Community Foundation grant	$35,200.00
Templeton Foundation grant	4,000.00
Remainder from previous year	15,179.00
Interest	215.00
TOTAL INCOME	$54,594.00
INCOME less EXPENDITURES	$ 5,359.00

---

[1]The money budgeted for research and evaluation was spent on evaluation supplies (primarily on test answer sheets that could be read by computer) rather than on staff time.

[2]In addition to expenditures for the two major mentor-training sessions, this figure includes $27 for refreshments at college-information meetings for mentors and mentees, and $87 for refreshments for executive committee meetings.

[3]See footnote 1.

[4]This figure includes $20 paid to a mentor at Reed whose mentee moved to east Multnomah County; the mentor incurred significant expense in commuting to continue seeing the mentee.

[5]This figure includes some expenses for publications, reports, and curricula, as well as on-going subscriptions.

STUDENT MENTORING PROGRAM
INCOME AND EXPENDITURES
9/1/91 - 8/31/92

EXPENDITURES

Personnel	
Salary, program coordinator	$16,377.00
Fringe benefits	5,563.00*
Extended-day pay for four middle-school teachers @ $1500	6,000.00
Staff time for research and evaluation	1,250.00*
Subtotal	$29,190.00*
Training and Support	
Food	$ 427.00
Speakers' fees	300.00
Subtotal	727.00
Other Non-Personnel	
Long-distance telephone calls	$ 160.00*
Postage	140.00*
Equipment and supplies	130.00*
Evaluation tests and supplies	241.00
Printing and duplicating	350.00
Local travel for coordinator	130.00*
Conference attendance for coordinator	1,248.00
Activity expenses for mentors and mentees	6,450.00
Subscriptions and memberships	105.00*
Refreshments at parent meetings	212.00
Discretionary funds for miscellaneous expenses ($2500 per campus)	10,000.00
Lewis and Clark year-end picnic	150.00
Subtotal	$ 19,316.00*
TOTAL EXPENDITURES	$ 49,233.00*

E5

INCOME

Oregon Community Foundation grant	$ 48,700.00
OICF (Elizabeth Hirsch) grant	2,000.00
Remainder from previous year	5,575.00
Interest	650.00*
TOTAL INCOME	$ 56,925.00*
INCOME less EXPENDITURES	$ 7,692.00*

* These figures are approximations based on expenditures through 6/30/92. Reed College account figures for July and August of 1992 were not yet available at the time of this report.

E6